

Thorpe Lea Primary School and Nursery

Pupil Premium Impact Review Statement and Impact Review 2018-2019



1. Summary Information			
Academic Year	2018-2019	Total PP Budget	£77,517.44
Total number of children (Main School) (Main School and Nursery)	250	Total number of eligible children	56 + 2 LAC and 1 PLAC

2. Current Attainment (End of 2017-2018 Academic Year (Whole School))							
	% at or above Age Related Expectation		% above Age Related Expectation			% making Expected Progress or above	
	Non PPG	PPG	Non PPG	PPG		Non PPG	PPG
Reading	86.6%	75.4%			Reading	88.0%	92.9%
Writing	79.5%	70.7%			Writing	87.0%	95.2%
Maths	78.6%	70.8%			Maths	90.5%	85.3%

Please note that progress is measure as a percentage of children making expected progress within the academic year. This equates to 6 points of progress or above using the schools assessment systems and policy.

3. 2018 SATs Data (KS2) and KS1 Teacher Assessments											
	Attainment								Progress		
	KS1				KS2					KS2	
	PPG		National non PPG		PPG		National non PPG			PPG	National non-PPG
	EXS+	GDS	EXS+	GDS	EXS+	GDS	EXS+	GDS	Reading		
Reading	83%	42%	79%	29%	69%	31%	80%	33%	Writing	-0.48	0.31
Writing	58%	8%	74%	18%	77%	15%	83%	24%	Maths	-1.53	0.24
Maths	75%	25%	80%	25%	62%	31%	81%	28%		-1.47	0.31
RWM					54%	8%	70%	12%	Please note that a National Progress Measure for KS1 does not currently exist		
GPS					85%	38%	82%	39%			

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4. EYFS and Year 1 Phonics Awareness Check					
	PPG	National		PPG	National
EYFS GLD	75%	74%	Year 1 PAC	67%	85%

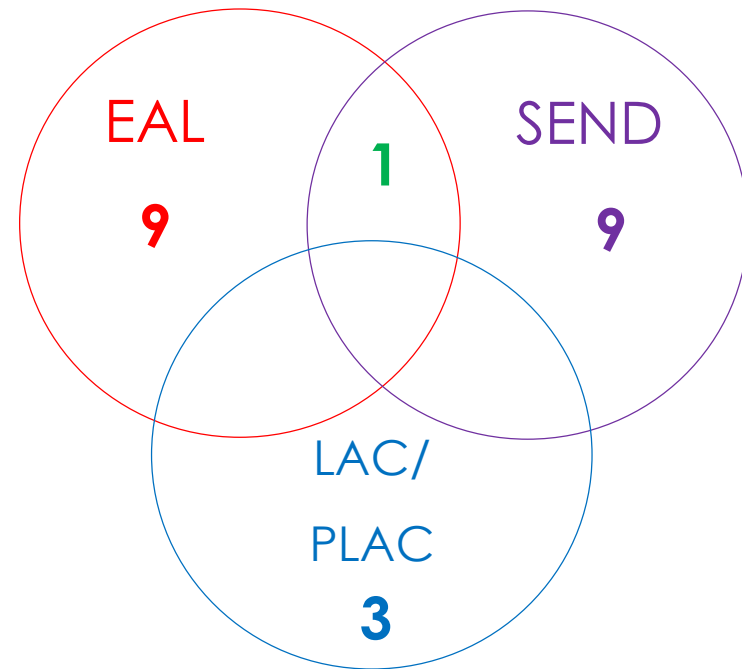
5. PPG Context

Ethnicity			
	Whole School	PPG	% of PPG
White British/	177	47	83.9%
White European	13	1	1.8%
White and Asian	3	1	1.8%
White other	9	-	-
GRT	11	2	3.6%
Bangladeshi	5	-	-
Indian	6	-	-
Pakistani	1	-	-
Other Asian Background	13	2	3.6%
Other Mixed Background	7	1	1.8%
Other Ethnic Group	4	1	1.8%
Ethnicity Refused	1	1	1.8%

PPG Categories				
FSM	Ever 6	LAC	PLAC	EYPP
35	13	2	1	11*

*EYPP group fluctuates throughout the year based upon point of entry to Nursery

PPG Grouping		
SEND	LAPP	MAPP
10	39	7



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17.9%	69.6%	12.5%
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6. Potential barriers to attainment and progress (for PPG children)	
A	Social and emotional resilience of pupils eligible for PPG affects learning, relationships and wellbeing
B	Readiness for learning in the morning, possibly stemming from late arrival and attitude (see external barriers)
C	Core skills (handwriting, spelling and exposure to rich texts) has affected attainment for some PPG children
D	Attainment for Less Able Pupil Premium children is not currently enabling all to reach Age Related Expectations (ARE)
E	Attainment for More Able Pupil Premium children is not currently high enough for all, with less PPG pupils reaching GDS in general
F	Attendance of PP children is below that of other pupils (including late arrival, periods of illness and unauthorised absence) – persistent absence is also higher for PP children than all other children
G	Home support (including homework and academic support) from families and links between home and school, for some children, affects progress and attainment
H	Complex family dynamics affects relationships and wellbeing for some children
I	Less opportunity to engage in extra-curricular activities (e.g. clubs)

7. Action Plan				
Potential Barrier to attainment and progress	Action/Steps to be taken	How this will be implemented	Person(s) responsible	Impact Review
A Social and emotional resilience of pupils eligible for PPG affects learning, relationships and wellbeing	Deployment of a full time Emotional Literacy Support Assistant (ELSA)	ELSA to meet with SENCO to discuss the needs of different PPG children within the school and how they can be supported. Small group and 1:1 sessions to be coordinated and run as required throughout the year.	RM CH LH	Half Termly
	Home School Link Worker employed to assist families in establishing routines and providing extra support for families at home.	HSLW to coordinate with SLT as to PPG families who require additional support within the family home or whom require	SLT SS	Half Termly

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Potential Barrier to attainment and progress	Action/Steps to be taken	How this will be implemented	Person(s) responsible	Timescale for review
		support in furthering their engagement with the school		
B Readiness for learning in the morning, possibly stemming from late arrival and attitude (see external barriers)	Children to be offered access to breakfast club to help support consistency for morning routines and to ensure that children are adequately fed and prepared for their learning	All PPG families to be given the opportunity to take up breakfast club support from 8am each day	SLT	Termly
Potential Barrier to attainment and progress	Action/Steps to be taken	How this will be implemented	Person(s) responsible	Timescale for review
C Core skills (handwriting, spelling and exposure to rich texts) has affected attainment for some PPG children	Small Group work (In school) Whole school text based approach for English lessons	SENCO, Class teachers and Learning Support Assistants will review the needs of children within each class and coordinate small group interventions for particular areas of need A whole school text based approach will be coordinated by the English Subject Leader. Class teachers will then base their curriculum upon good, high quality texts; allowing children to not only engage with the texts but to use them as a focus for wider reading skills.	RM RM CH	Half Termly
Potential Barrier to attainment and progress	Action/Steps to be taken	How this will be implemented	Person(s) responsible	Timescale for review
D Attainment for Less Able Pupil Premium children is not currently enabling	Small Group work (In school)	SENCO and Assessment Lead will discuss with class teachers the needs and progress of pupils. These pupils will then be given small group support for areas of need that are identified	RM CH	Termly

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all to reach Age Related Expectations	Philosophy 4 Children	<p>Learning Support Assistants are deployed each morning within classes to support learning. This may take the form of directly working with PPG children or with a group containing some PPG Children.</p> <p>Adults within the classroom may also help to support and facilitate peer pairings in which less able pupils are paired with more able pupils to share ideas and to encourage wider and greater dialogue.</p> <p><i>Provision and attainment for children will be tracked via Pupil Asset and Provision Map</i></p> <p>Philosophy for children is a whole school initiative in which children are encouraged to listen to each other, share ideas and to develop their confidence. Philosophy for children is also aimed at helping children to feel confident in forming ideas and opinions, this in turn has a positive impact upon their learning through increased self-confidence and belief.</p>	<p>All Staff</p> <p>All Staff</p>	Termly
Potential Barrier to attainment and progress	Action/Steps to be taken	How this will be implemented	Person(s) responsible	Timescale for review
E Attainment for More Able Pupil Premium children is not currently high enough for all, with	<p>Small Group work (In school)</p> <p>Philosophy 4 Children</p>	<p>As above for Barrier D</p> <p>As above for Barrier D</p>		

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less PPG pupils reaching GDS in general				
Potential Barrier to attainment and progress	Action/Steps to be taken	How this will be implemented	Person(s) responsible	Timescale for review
F Attendance of PP children is below that of other pupils (including late arrival, periods of illness and unauthorised absence) – persistent absence is also higher for PP children than all other children	A member of SLT is appointed to track attendance of children and to be in contact with those families for whom attendance or persistent absence is an issue.	Regular tracking of all PPG children will take place and written and verbal communication with families will take place as and when necessary.	SLT CW	Monthly
Potential Barrier to attainment and progress	Action/Steps to be taken	How this will be implemented	Person(s) responsible	Timescale for review
G Home support (including homework and academic support) from families and links between home and school, for some children, affects progress and attainment	Home School Link Worker employed to assist families in establishing routines and providing extra support for families at home and how to facilitate learning within everyday routines	HSLW to coordinate with SLT as to PPG families who require additional support within the family home or whom require support in furthering their engagement with the school.	SLT SS	Termly
Potential Barrier to attainment and progress	Action/Steps to be taken	How this will be implemented	Person(s) responsible	Timescale for review
H Complex family dynamics affects relationships and	Home School Link Worker and ELSA employed to support families	See Barriers G and A.	SLT LH SS	Termly

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wellbeing for some children				
Potential Barrier to attainment and progress	Action/Steps to be taken	How this will be implemented	Person(s) responsible	Timescale for review
I Less opportunity to engage in extra-curricular activities (e.g. clubs)	All PPG children will be entitled to attend extra-curricular school clubs without charge. This is done to encourage wider engagement in a variety of activities	List of clubs and extra-curricular activities to be sent to all PPG children's parents. All letter that are sent home will communicate that PPG children do not need to pay contributions towards clubs or trips	SLT	Termly

8. Review of Spending			
Area of funding allocation	Review of impact	Areas for discussion/action looking forward	Total Allocated funds
In class support B C D E	In class support has had a positive impact upon learning for PPG children. Responsive intervention has been possible to help address the needs of PPG children and others within the classroom. Some same day intervention has been possible and smaller group work during Early Morning Activities. This has also had a positive impact upon children's learning and helped settle them into the school day.	Ensure that all teachers are fully aware of PPG children within their classrooms and discuss these children as a standing item in each of the Pupil Progress Meetings. Ensure that planning indicates who the PPG children are and what support they will be receiving throughout the week. This will ensure an even tighter focus on their needs.	£25,410
Lower Ability intervention support C D	Pupil Progress Meetings and discussions with LSAs and Class Teachers proved extremely beneficial in organising and coordinating tailored support for children who required extra support for their learning. This coupled with the introduction of <i>Provision Maps</i> in the Autumn term helped ensure maximum impact and provision was given to both PPG and SEN children.	Continue the high quality dialogue between all interested parties ensuring focus on the needs of PPG children requiring extra support in their learning.	£23,067.75

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High Ability intervention Support	As above, productive discussions and data tracking of PPG children helped to identify those who required greater challenge in their learning and as a result led to small group support to extend the learning of these children.	Look at the possibility of tracking these children using <i>Provision Maps</i> or whether these children need to be set up as a separate group on <i>Pupil Asset</i> for group outcome tracking. Continue to include these children within each <i>Pupil Progress Meeting</i> discussion.	£8,863.09
ELSA A B G H	This has had an extremely positive impact upon the emotional wellbeing of PPG Children and their families. Children feel more secure and able to talk to about their feelings and emotions.	Continue to utilise ELSA time efficiently. Look at training the wider staff group as to how they can best carry on the support for children in their classrooms to maximise the benefit and impact on the small group and individual time children spend with our ELSA	£11,687.50
HSLW B G H F	Families are engaging well with the school and being held to account more for their actions and interactions at home. Through the skilful intervention and guidance of our HSLW, families are identifying areas of need and requesting support from the school.	Look to ring fence HSLW time to ensure maximum impact for PPG families	£3,780
Subsidies for trips D E J	Children have thoroughly enjoyed trips and the excitement and enthusiasm that is brought into their education as a result has been great to see.	Continue to subsidise trips and visits for PPG children. Discuss at SLT level whether whole trips are to be funded throughout the year, or whether we will only fully fund 1 trip and then subsidise others etc.	£1,168.20
Subsidies for breakfast clubs B F	The readiness for learning that children have shown as a result of being in school earlier has had a really positive impact upon the engagement in their learning of PPG children.	Track the attendance of PPG children at breakfast club and the immediate impact upon their learning even closer over the coming year. If possible- send out outcomes of this to PPG families to show the impact that regular attendance of breakfast club can have for their children.	£1,812
Subsidies for after school clubs A J	Children have participated well in after school clubs and shown great enjoyment in these	Increase the awareness of the availability and option for taking up after school activities at no extra cost. Monitor any potential increase in uptake and the impact this has upon pupil wellbeing.	£1,398.50
Other spends		Look to continue supporting foodbank vouchers, books and hardship funding wherever possible.	£539.60

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		Discuss with SLT the possibility of each PPG family being able to allocate a proportion of their funding to an area of their choosing (providing that an educational benefit can be seen)	
		Total Spend	£77,607.04
			£89.60 overspend